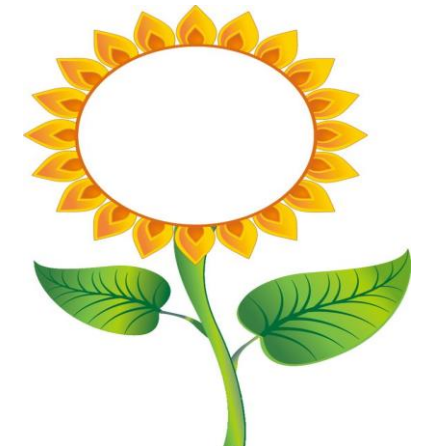




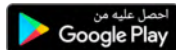
Mr.

Adel Abd Elhady

01100422437
01009723719



تطبيق مذكرات جاهزة للطباعة



حمل التطبيق على موبايلك الأندرويد أو الأيفون

موقع مذكرات جاهزة للطباعة - www.cryp2day.com



..... Governorate
..... Directorate



English preparation notebook

Personal information

Teachers name:

Year : 2021 - 2022

Adress :

classes :

School :

Mobile :

Date of birth :

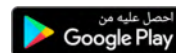
Email:

First year prep

Day	class	1st	2nd	3rd	4th	5th	6th	7th	8th
	From	From	From	From	From	From	From	From	From
	To	To	To	To	To	To	To	To	To
Sun.	class								
Mon.	class								
Tues.	class								
Wed.	class								
Thurs.	class								



تطبيق مذكرات جاهزة للطباعة



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Ministry of Education
ELT Counsellor's office

توزيع منهج اللغة الانجليزية للصف الثانى الاعدادى ٢٠٢١ – ٢٠٢٢

First term

Months	New Hello! English for Preparatory Schools Year One (SB + WB)
October	Unit 1+ 2
November	Units 3 + Review A + Unit 4
December	Units 5 + 6+ Review B
January 2022	General Revision

Second term

Months	New Hello! English for Preparatory Schools Year One (SB + WB)
February	Unit 7
March	Unit 8 + 9 + Review C + unit 10
April	Unit 11 + Unit 12 + Review D
May	Unit 7

Teacher

Senior teacher

Supervisor

Director

Objectives of Teaching English as a Foreign Language in the Preparatory Stage

1.a : To acquire and develop the four language skills interactively.

1.b : To help the students communicate in English within the limited scope of the number of hours allocated to the course.

1.c : Consequently, learning the first foreign language may be considered as a basis the students can build on at a later stage.

*** Specific Aims:**

2.a : To enable the students to understand the lexical items, syntactic structures, phonological features and functional items they are exposed to within the limits of what they have acquired.

2.b : To enable the students to express themselves orally in English through the use of simple expressions and sentences, taking into account the correct pronunciation.

*** The Four Skills:**

Teaching will aim at acquiring and developing all skills in an integrated way for most of the time.

3.a : Listening:

- Distinguishing sounds and words.
- Understanding a limited range of vocabulary items.
- Understanding simple sentences, questions, instructions and directions and responding to them.

- Understanding a wider range of vocabulary.
- Understanding different forms of questions.
- Identifying topics of situational dialogues.

3.b : Speaking:

- Producing words and sentences.
- Producing short utterances.
- Taking part in simple dialogues.
- Producing questions and answers.
- Re-telling a story.
- Making simple requests.
- Telling a story or dramatizing it as a play.

3.c : Reading:

- Identifying a range of vocabulary items.
- Responding appropriately to simple sentences and short paragraphs.
- Scanning and skimming texts for information.
- Answering questions on a text.

3.d : Writing:

- Completing and constructing simple sentences.
- Writing a letter following instructions.
- Writing a paragraph by answering questions or any other kind of guidance.

Teacher

Senior teacher

Supervisor

Director

Unit 1 "Coming home "

Lesson (1) SB Pages (2 and 3) WB page 72

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none">• To use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.• To determine the main idea of a text and explain how it is supported by key details i.e. Summarize the text• To follow agreed upon rules for discussion up to this age e.g. Listening to others with care, speaking one at a time about the topics.	<p>-Data show</p> <p>-Internet</p> <p>-Student's book</p> <p>-Workbook</p> <p>-Teacher's guide</p> <p>-Library</p> <p>-Board</p> <p>-Cassette</p> <p>-Flash cards</p>	<p><u>New vocabulary:</u></p> <p>parents</p> <p>make breakfast</p> <p>text</p> <p>School day</p> <p>always</p> <p>usually</p> <p>often</p> <p>sometimes</p> <p>never</p> <p><u>Structures:</u></p> <p><u>The present simple</u></p> <p><u>tense</u></p> <p><i>- Mariam doesn't get up at 7 a.m.</i></p> <p><i>- Do her parents make dinner?</i></p>	<p>-Lecture</p> <p>-Discussion</p> <p>-Inductive</p> <p>-Study circles</p> <p>--Problem solving</p> <p>-Brainstorming</p> <p>-Co- operative</p> <p>-learning</p> <p>-Discovery</p> <p>-Role playing</p> <p>-Individual</p> <p>-Peer learning</p> <p>-Work groups</p> <p>-Team teaching</p> <p>-Pair work</p>	<p><u>Warm up and revision:</u></p> <p>What do you do every school day?</p> <p><u>Presentation:</u></p> <p><u>1- Read about Mariam. How does she get to school?</u></p> <p>1- Direct students to the photos of Mariam on pages 2 and 3 of the Student’s Book.</p> <p>2- Elicit that a daily routine is the activities that people do every day and the times when they do them. Students can check the meaning of routine in the Glossary.</p> <p><u>2- Read about Mariam again. Are these sentences true (T) or false (F)? Correct the false sentences.</u></p> <p>- Read the statements 1-5 with the class, asking a different student to read each one.</p> <p><u>3- Read and complete.</u></p> <p>- Ask students to read the short text and the example.</p> <p><u>4- Answer the questions.</u></p> <p><u>5- Write two true sentences and one false sentence about your daily routine.</u></p> <p>WB</p> <p><u>1- Complete the sentences with these words.</u></p> <p><u>2- Make sentences or questions.</u></p> <p><u>3- Complete these sentences</u></p> <p><u>Assessment:</u></p> <p>Oral questions: -Written Exercises.</p>	<p>Teacher’s preparation book</p> <p>Students’ note books</p> <p>Student’s’ activity books</p>	<p>5 m</p> <p>15 m</p> <p>15 m</p> <p>5 m</p>

Home Assignment:WB page 72

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher

Senior teacher

Supervisor

Director

Unit 1 "Coming home "

Lesson (2) SB Pages (4 and 5) WB page 73

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • To use their knowledge of sight-words, letter patterns, sounds and clues from surrounding text to read words and use some word identification strategies with growing confidence. • To determine the main idea of a text. • To ask and answer questions to demonstrate understanding of a text. 	<p>-Data show</p> <p>-Internet</p> <p>-Student's book</p> <p>-Workbook</p> <p>-Teacher's guide</p> <p>-Library</p> <p>-Board</p> <p>-Cassette</p> <p>-Flash cards</p>	<p><u>New vocabulary:</u></p> <p>blog</p> <p>block of flats</p> <p>interview</p> <p>best friend</p> <p>free time</p> <p><u>Structures:</u></p> <p><u>The present simple</u></p> <p>- When do you get up?</p> <p>- Do you like to study?</p> <p><u>Life skills:</u></p> <p>Self-management: managing time and routine.</p>	<p>-Lecture</p> <p>-Discussion</p> <p>-Inductive</p> <p>-Study circles</p> <p>--Problem solving</p> <p>-Brainstorming</p> <p>-Co- operative</p> <p>-learning</p> <p>-Discovery</p> <p>-Role playing</p> <p>-Individual</p> <p>-Peer learning</p> <p>-Work groups</p> <p>-Team teaching</p> <p>-Pair work</p>	<p><u>Warm up and revision:</u></p> <p>How many people are in your family?</p> <p><u>Presentation:</u></p> <p><u>1- Look quickly at the blog. How does Sherifa help at home?</u></p> <p>Elicit or remind students what a blog is. Ask them how often they read blogs and what they read about on blogs.</p> <p><u>2- Read the blog again and answer the questions.</u></p> <p>- Ask students to read the questions and try to remember the answers.</p> <p><u>3- Work in pairs. Discuss.</u></p> <p><u>4- Complete the questions.</u></p> <p><u>6- Match the questions a-e to the answers 1-5.</u></p> <p><u>7- Work in pairs.</u></p> <p>WB</p> <p><u>1- Answer the questions.</u></p> <p><u>2- Match to make questions.</u></p> <p><u>3-Now answer the questions in Exercise 2 about yourself.</u></p> <p><u>4- Write a paragraph about what you and your family usually do in the holidays.</u></p> <p><u>Assessment:</u></p> <p>Oral questions:</p> <p>Written Exercises:</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5 m</p> <p>15 m</p> <p>15 m</p> <p>5 m</p>

Home Assignment:WB page 73

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director



Unit 1 "Coming home "

Lesson (3) SB Pages (6 and 7) WB page 74

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • To use their knowledge of sight-words, letter patterns, sounds and clues from surrounding text. • To use glossaries or beginning dictionaries, both print and digital. • To ask and answer questions to demonstrate understanding of a text. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u></p> <p>borrow knife tap watermelon</p> <p><u>Structures:</u></p> <p>-Can I borrow it this evening? -Shall I play it too?</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u> How do you get to school?</p> <p><u>Presentation:</u> <u>1- Read the profile quickly. Which of the three questions is Shahana answering?</u> - Tell students they are going to read a profile (a short description) about the daily life of a student called Shahana from India. <u>2- Read the article again and choose the correct answers.</u> - Tell students to read the sentences and try to answer correctly <u>3- Read the answers about Shahana. What are the questions?</u> 4- Answer the questions. <u>5- Write about your daily routine. What do you do every day?</u> <u>6- Read the conversation and answer the questions.</u> <u>7- Complete the text message with can, shall or have got.</u></p> <p>WB <u>1- Complete the sentences..</u> <u>2- Match to make questions.</u> <u>3- Choose the correct word. Then role-play the dialogue.</u></p> <p><u>Assessment:</u> Oral questions Written Exercises</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5M</p> <p>15m</p> <p>15m</p> <p>5m</p>

Home Assignment:WB page 74

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 1 "Coming home "

Lesson (4) SB Page (8) WB page 75

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<u>By the end of the lesson students will be able to:</u> <ul style="list-style-type: none"> • To recognise some synonyms, homonyms, antonyms, prefixes, suffixes and root words. • To use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. • To use context as a clue to the meaning of a word or phrase. • To determine the main idea of a text. • To ask and answer questions. 	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	<u>New vocabulary:</u> adventure attractive prison railway	-Lecture -Discussion -Inductive -Study circles -Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	<u>Warm up and revision:</u> Do you like reading stories? <u>Presentation:</u> <u>1-Work in pairs. Look at the pictures and discuss the questions.</u> 1-Tell students that the three pictures each show important scenes from the book The Railway Children. 2-Put students into pairs. <u>2- Read the story and put these pictures in the correct order.</u> -Tell students that they are now going to read a summary of The Railway Children story. <u>3- Read the story again and match to make sentences.</u> <u>4- Look at the words in bold in the story. Match the words and the definitions.</u> <u>5-Ask and answer the questions in pairs.</u> WB <u>1- Complete the sentences..</u> <u>2- Match to make questions.</u> <u>3- Choose the correct word. Then role-play the dialogue.</u> <u>Assessment:</u> Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment: WB Page (75)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director

Unit 1 "Coming home "

Lesson (5) SB Page (9) WB page 76

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<u>By the end of the lesson students will be able to:</u> • To complete various types of listening comprehension tasks. • To follow agreed upon rules for discussion up to this age. • To answer simple questions and respond to simple statements in an interview	-Data show	<u>New vocabulary:</u> armchair basin bookshelf chest of drawers curtains cupboard cushions lamp mirror	-Lecture	<u>Warm up and revision:</u> Do you remember the story from the last lesson? <u>Presentation:</u> <u>1 Work in pairs. Look at the pictures and ask and answer the questions.</u> - This exercise requires students to use their critical thinking skills to identify the time period a bedroom could be from and give their opinions about two bedrooms. <u>2 Label the pictures with the words in the box.</u> - Direct students to the word box. Ask them to study the pictures again and identify the furniture they can see.. <u>3- Listen to two descriptions. Which room is each person describing?</u> <u>4- Listen again and answer the questions.</u> <u>WB</u> <u>1- Complete the crossword.</u> <u>2- Listen and complete the description of the bedroom.</u> <u>3- 3 Write about 90 words describing your bedroom.</u> <u>Assessment:</u> Oral questions Written Exercises	Teacher's preparation book	5m
	-Internet		-Discussion		Students' note books	15m
	-Student's book		-Inductive		Student's' activity books	15m
	-Workbook		-Study circles			
	-Teacher's guide		-Problem solving			
	-Library		-Brainstorming			
	-Board		-Co- operative			
	-Cassette		-learning			
	-Flash cards		-Discovery			
			-Role playing			
			-Individual			
			-Peer learning			
			-Work groups			
			-Team teaching			
			-Pair work			

Home Assignment:.. WB Page (76)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 1 "Coming home "

Lesson (6) SB Page (10) WB page 77

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: <ul style="list-style-type: none"> • To ask and answer questions to demonstrate understanding of a text. • To plan, write and sequence texts. • Follow agreed upon rules for discussion up to this age. • To answer simple questions and respond to simple statements in an interview. • To describe and compare feelings, people, places, actions, objects and events establishing relationships. 	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	New vocabulary: nature reserve penfriend Structures: - I have a lamp on a bookshelf. - I have a wardrobe.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	Warm up and revision: Do you have a penfriend? Presentation: <u>1-Read the email. Why does Judy want a penfriend?</u> <u>2- Read Judy's email again. Match the paragraphs 1-3 with the topics a-c.</u> - Tell students they are going to read the email again and this time they are going to identify the topic of each paragraph . <u>3-Read the email again and answer the questions.</u> - Tell students they are going to read the email again and this time they are going to find specific information in it.. <u>4- Write your own email to a new penfriend.</u> <u>5- Ask and answer the questions in pairs.</u> WB <u>1- Copy and punctuate the email to a penfriend in your notebook. Use capital letters.</u> <u>2- Put this email to a penfriend in the correct order.</u> <u>3- Write a reply to the email above in your notebook.</u>	Teacher's preparation book	5m
				Assessment: Oral questions Written Exercises	Students' note books	15m
					Student's' activity books	15m
						5m

Home Assignment:WB page 77

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

senior teacher

supervisor

Director

Unit 1 "Coming home "

Lesson (7) SB Page (11) WB page 76

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: <ul style="list-style-type: none"> review and practise the vocabulary and structures of the unit 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	New vocabulary: No new vocabulary	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles -Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	Warm up and revision: Describe your bedroom. Presentation: 1-Complete the emails with the correct form of the verbs in brackets. - In this exercise, students review the positive, negative and question forms of the present simple 2- Write questions. Then write the answers. 1- Direct students' attention to the example question and answer. 2- Students write the questions and answers and then compare in pairs.. 3-Complete the text with words from the picture. - In this exercise, students review vocabulary for furniture.. WB 1-Take turns to describe these things to your partner. Your partner guesses the object. 2- Look at a typical school day for Dalia and write about her routine. 3- Complete these questions with a question word. Assessment: Oral questions Written Exercises	<i>Teacher's preparation book</i>	5m
		Structures: No new Structures			<i>Students' note books</i>	15m
					<i>Student's activity books</i>	15m
						5m

Home Assignment: WB page 76

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 2 " How are you feeling? "

Lesson (1) SB Pages (12 and 13) WB page 79

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • To read a range of high-frequency words and CVC words. • To read and respond to short explanatory texts with support, to recall information from experiences or gather information from provided sources to answer a question. • To take notes from short listening texts (Workbook). • To plan and write a text (Workbook). 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p>New vocabulary:</p> <p>food stall park patient ward wave</p> <p>Structures:</p> <p><i>- I'm looking after patients at a hospital.</i></p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p>Warm up and revision: How are you feeling now?</p> <p>Presentation: 1-Read about some people in the photos. What are their jobs? 1- Ask the students to close their books and call out the jobs from page 12.. 2-Then ask them to open their books and read the first description.. 2- Ask and answer the questions in pairs. - Ask students to discuss the question in pairs. 3- Read the article again and answer the questions. 4- Think of two friends or two people in your family. What are they doing at the moment? Tell your partner.</p> <p>WB 1- Match to make jobs. 2- Listen to four people doing the jobs in Exercise1. Write their jobs. 3- Match to make sentences. 4-Complete the sentences with the correct form of the verb in brackets.</p> <p>Assessment: Oral questions. Written Exercises.</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5 m</p> <p>15 m</p> <p>15 m</p> <p>5 m</p>

Home Assignment:WB page 79

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher

Senior teacher

Supervisor

Director

Unit 2 " How are you feeling? "

Lesson (2) SB Pages (14 and 15) WB page 80

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none">• To skim grade-appropriate text to get the general idea.• To read a range of high-frequency words and CVC words, and read short, simple sentences• To read and listen for specific information.• To read and respond to short explanatory texts• To gather information from provided sources to answer a question.• To write an informative/explanatory text	<ul style="list-style-type: none">-Data show-Internet-Student's book-Workbook-Teacher's guide-Library-Board-Cassette-Flash cards	<p><u>New vocabulary:</u></p> <p>art club artist calligraphy sign language</p> <p><u>Structures:</u></p> <p>- At the moment, I'm learning a new skill.</p>	<ul style="list-style-type: none">-Lecture-Discussion-Inductive-Study circles--Problem solving-Brainstorming-Co- operative-learning-Discovery-Role playing-Individual-Peer learning-Work groups-Team teaching-Pair work	<p><u>Warm up and revision:</u></p> <p>What are you doing now?</p> <p><u>Presentation:</u></p> <p><u>1- Read about what Ziad, Injy and Aya do at the weekend. Choose two sentences from a-d to complete each text.</u></p> <p><u>2- Choose the correct answer.</u></p> <p>- Elicit what the students remember about Ziad, Injy and Aya from Exercise 1.</p> <p><u>3- Ask and answer the questions in pairs.</u></p> <p>- Draw students’ attention to the first question. Then point to the speech bubble and read it aloud..</p> <p><u>4-Listen to three people talking about learning new skills and put the photos in the correct order.</u></p> <p><u>5- Listen again and answer the questions.</u></p> <p><u>6-Complete the sentences with correct form of the verbs in brackets.</u></p> <p>WB</p> <p><u>1- Complete the sentences with these words.</u></p> <p><u>2- Complete the sentences with the correct form of these verbs.</u></p> <p><u>3- Complete the sentences.</u></p> <p><u>4- Write about the person in this photo.</u></p> <p><u>Assessment:</u></p> <p>Oral questions:</p> <p>Written Exercises:</p>	<p>Teacher’s preparation book</p> <p>Students’ note books</p> <p>Student’s' activity books</p>	<p>5 m</p> <p>15 m</p> <p>15 m</p> <p>5 m</p>

Home Assignment:WB page 80

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 2 " How are you feeling? "

Lesson (3) SB Pages (16 and 17) WB page 79

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none">• To complete various types of listening comprehension tasks based on audio-visual information given in pictures.• To use context to confirm or self-correct word recognition and understanding, rereading as necessary.• To read and respond to short explanatory texts.• To write informative/explanatory texts in which they introduce a topic.	<p>-Data show</p> <p>-Internet</p> <p>-Student's book</p> <p>-Workbook</p> <p>-Teacher's guide</p> <p>-Library</p> <p>-Board</p> <p>-Cassette</p> <p>-Flash cards</p>	<p><u>New vocabulary:</u></p> <p>crowded</p> <p>skin</p> <p>sharp</p> <p>guest</p> <p>treat</p> <p><u>Structures:</u></p> <p>• We're sitting on the rocks..</p>	<p>-Lecture</p> <p>-Discussion</p> <p>-Inductive</p> <p>-Study circles</p> <p>--Problem solving</p> <p>-Brainstorming</p> <p>-Co- operative</p> <p>-learning</p> <p>-Discovery</p> <p>-Role playing</p> <p>-Individual</p> <p>-Peer learning</p> <p>-Work groups</p> <p>-Team teaching</p> <p>-Pair work</p>	<p><u>Warm up and revision:</u></p> <p>Did you go on a school trip before?</p> <p><u>Presentation:</u></p> <p><u>1-Work in pairs. What can you see in the photos?</u></p> <p>-Ask students to look at the photos and say what they can see (someone at an airport, a couple on their wedding day, a smiling baby, people sitting on some rocks)</p> <p><u>2- Listen to the descriptions and put the photos in the correct order.</u></p> <p>-Play the recording for the students to listen and order the photos, as in the example..</p> <p><u>3-Listen again and complete the sentences with adverbs from the box.</u></p> <p><u>4- Complete the sentences with the correct form of the adjectives in brackets.</u></p> <p><u>5- Listen and read to complete the description of the photo with the expressions in the box</u></p> <p><u>6. Work in pairs..</u></p> <p><u>WB</u></p> <p><u>1- Choose the correct words.</u></p> <p><u>2- Complete the sentences with the correct form of the word in brackets.</u></p> <p><u>3- Write the opposites of the words.</u></p> <p><u>Assessment:</u></p> <p>Oral questions</p> <p>Written Exercises</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5M</p> <p>15m</p> <p>15m</p> <p>5m</p>

Home Assignment:WB page 79

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 2 " How are you feeling? "

Lesson (4) SB Page (18) WB page 82

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<u>By the end of the lesson students will be able to:</u> <ul style="list-style-type: none"> • To skim grade-appropriate text to get the general idea. • To read and respond to short explanatory texts. • To follow agreed upon rules for discussion up to this age. • To express and ask for opinion in a limited way. • To write a simple narrative. • To complete various types of listening comprehension. 	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	<u>New vocabulary:</u> alone desert grateful teenager <u>Structures:</u> -Talia is in the middle of the picture.	-Lecture -Discussion -Inductive -Study circles -Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	<u>Warm up and revision:</u> What do you know about Al Azhar Park? <u>Presentation:</u> <u>1- Ask and answer the questions in pairs.</u> - Ask the students to look at question 1 and the photos. Explain that they should describe them in pairs. Then ask what they think links the photos (things people do in their free time/to make them feel happy). <u>2- Read and complete the article with the correct headings a-e.</u> - Ask the students to look at the title and predict what it might be about. 2 Students then read the text quickly to check their ideas. <u>3- Ask and answer the questions in groups.</u> <u>WB</u> <u>1-Read the definitions and find the words in the word search.</u> <u>2- Read the email to a magazine and its reply.</u> <u>3- Write an email in your notebook .</u> <u>Assessment:</u> Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment: WB Page (82)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director

Unit 2 " How are you feeling? "

Lesson (5) SB Page (19) WB page 83

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: <ul style="list-style-type: none"> • To identify gist and main idea(s) in short listening texts (both informative and literary texts). • To react to a listening text, giving opinion. • To ask and answer questions about key details in a familiar text presented through different media . • To follow agreed upon rules for discussion up to this age. • To express facts, points of view, hopes and aspirations. 	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	<u>New vocabulary:</u> shame well done greetings <u>Structures:</u> - I'm sitting under a tree and hungrily eating my lunch.	-Lecture -Discussion -Inductive -Study circles -Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	<u>Warm up and revision:</u> Do you play football? <u>Presentation:</u> <u>1- Listen to four short conversations and put the photos in the correct order.</u> - Ask the students to look at the photos and say what they can see. <u>2-Complete the expressions.</u> <u>3- Which of the expressions in Exercise 2 are used to respond to good news and which are used to respond to bad news?</u> <u>4- Work in pairs. Take turns to be A and B.</u> _Ask the students to read the instructions and each write down one good piece of news and one bad piece of news.	Teacher's preparation book	5m
				<u>WB</u> <u>1- Reorder the words to make 3 expressions.</u> <u>2- Match to make expressions for responding to news.</u> <u>3- Now complete the dialogue with the expressions from Exercise 2.</u> <u>4- Write the conversation below.</u> <u>Assessment:</u> Oral questions Written Exercises	Students' note books	15m
					Student's' activity books	15m
						5m

Home Assignment:.. WB Page (83)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 2 " How are you feeling? "

Lesson (6) SB Page (20) WB page 84

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: <ul style="list-style-type: none"> • To ask and answer such questions as who, what, where, when, why, and how. • To plan texts orally. • To write a simple narrative: recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use sequencing words, and provide a sense of closure. 	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	New vocabulary: guess pass prepare Structures: - My parents say I can go on a school trip.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	Warm up and revision: What do you know about football? Presentation: 1- Read Inji's email to her friend Salma and answer the questions. - Ask the students to skim read the text and say what it is about. Remind them that they know Inji is planning to go to Amman from the Lesson 1 task.. 2- Complete the phrases below with the words in the box. 1- Brainstorm ways to start and end an email and write them on the board.. 2- Then ask the students to look at the useful phrases and the words in the box . 3- Write an email to a friend in your notebook. Use these ideas. - Tell the students that they are going to write an email to a friend.	Teacher's preparation book	5m
				WB 1- Read and punctuate. 2- Read the email from Tamer to Tarek. 3- Write Tarek's reply to Tamer in your notebook. Assessment: Oral questions Written Exercises	Students' note books	15m
					Student's' activity books	15m
						5m

Home Assignment:WB page 84

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

senior teacher

supervisor

Director

Unit 2 " How are you feeling? "

Lesson (7) SB Page (21) WB page 85

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<u>By the end of the lesson students will be able to:</u> • review and practise the vocabulary and structures of the unit	-Data show	<u>New vocabulary:</u>	-Lecture	<u>Warm up and revision:</u> What does a nurse do?	<i>Teacher's preparation book</i>	5m
	-Internet	No new vocabulary	-Discussion	<u>Presentation:</u> <u>1-Match the jobs with the descriptions.</u> 1-Ask students to look at the words and the example.		15m
	-Student's book		-Inductive	2-Students then complete the exercise and check their answers with a partner.	<i>Students' note books</i>	
	-Workbook		-Study circles	<u>2- Choose the correct words.</u> - Ask students to look at the example and explain that they have to choose the correct words in each sentence.		
	-Teacher's guide	<u>Structures:</u>	-Brainstorming	3-Work in pairs. Take turns to describe the photos using adverbs from the box. 4- Write a reply to Huda's email. Write about 90 words.	<i>Student's activity books</i>	15m
	-Library		-Co- operative learning	WB <u>1- Circle the correct words.</u> <u>2- What do these people usually do? What are they doing now?</u> <u>3-Tick the correct description of the photo.</u> <u>4- Now write a description of the other photo.</u>		
	-Board		-Discovery	<u>Assessment:</u> Oral questions Written Exercises		
	-Cassette		-Role playing			
	-Flash cards	No new Structures	-Individual			
			-Peer learning			
		-Work groups				
		-Team teaching				
		-Pair work				5m

Home Assignment: WB page 83

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director



Unit 3 " Great jobs"

Lesson (1) SB Pages (22 and 23) WB page 86

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • To scan the unit for specific information. • To identify gist and main ideas in a short listening text. • To write a paragraph about what makes a hero. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u></p> <p>attack heart hero nuclear shark princess</p> <p><u>Structures:</u></p> <p>- <i>She was born in 1917.</i></p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u> What do you know about Magdy Yacoub?</p> <p><u>Presentation:</u> <u>1- What do you know about the people in the photos on page 22?</u> - Focus attention back on the photos on page 22. Point to each one in turn and elicit what students know about each one.</p> <p><u>2- Listen to someone talking about the people in the photos. Check your answers to Exercise 1.</u></p> <p><u>3- Complete these sentences from Exercise 2 with the correct past time expression. Then listen again and check your answers.</u></p> <p><u>4- Complete the sentences with your own answers.</u></p> <p><u>5- Look for the verbs in Exercises 3 and 4. Write them in the correct column.</u></p> <p><u>6- Work with a partner.</u></p> <p>WB <u>1- Complete the sentences with these words.</u> <u>2- Circle the correct words.</u> <u>3- Choose the correct year.</u> <u>4 Write a paragraph.</u></p> <p><u>Assessment:</u> Oral questions: Written Exercises:</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5 m</p> <p>15 m</p> <p>15 m</p> <p>5 m</p>

Home Assignment:WB page 86

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher

Senior teacher

Supervisor

Director

Unit 3 " Great jobs"

Lesson (2) SB Pages (24 and 25) WB page 87

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<u>By the end of the lesson students will be able to:</u> <ul style="list-style-type: none"> • To make predictions about a text. • To scan a text for specific information • To use context as a clue to the meaning of a word or phrase. • To listen for specific information.. • To answer simple questions and respond to simple statements in an interview. 	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	<u>New vocabulary:</u> Final Senior junior world cup competition <u>Structures:</u> - They won the handball Africa Cup of nations.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	<u>Warm up and revision:</u> Do you like playing handball? <u>Presentation:</u> <u>1- Do you know the team in the photo? Which sport do you think these players do?</u> - Point to the photo of the sports team and ask What do you think the text is about? _ <u>2-Read the article and check your answers to Exercise 1</u> <u>3- Look at the words in bold in the text. Match the words and the definitions.</u> <u>4-Read the article again. Are these sentences true (T) or false (F)?</u> <u>5- Listen and complete.</u> <u>6- Reorder the words to make past simple questions.</u> <u>7- Work with a partner. Ask and answer the questions in Exercise 6.</u> WB <u>1-Complete the text with these words.</u> <u>2- Circle the correct -ed ending.</u> <u>3 Complete the sentences.</u> <u>4- Use these words to make questions.</u> <u>Assessment:</u> Oral questions: Written Exercises:	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment:WB page 87

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 3 " Great jobs"

Lesson (3) SB Pages (26 and 27) WB page 88

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • To describe and compare people, places and events. • To identify gist and main ideas in a short listening text. • To gather information from provided sources to answer questions. • To write an informative text. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u></p> <p>charity countryside earthquake natural disaster</p> <p><u>Structures:</u></p> <ul style="list-style-type: none"> • I didn't use to know very much about my family history. 	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u></p> <p>Do you live in a city or in the countryside?</p> <p><u>Presentation:</u></p> <p>1- <u>Work in pairs. Discuss your family history.</u></p> <p>2- <u>Complete the sentences with a word from the box. Use a dictionary if necessary.</u></p> <p>3- <u>Listen to Yasser talking about his family history and answer the questions.</u></p> <p>4- <u>Listen again. Complete the sentences.</u></p> <p>5 <u>Work in pairs. Who are you proud of? Why?</u></p> <p>6- <u>When Yasser was researching his family history, he found out some other interesting information. Complete the sentences with used to or didn't use to.</u></p> <p>7- <u>Work in pairs and make sentences.</u></p> <p>8- <u>Complete these questions.</u></p> <p>9- <u>Ask and answer the questions.</u></p> <p>10- <u>Write a short paragraph.</u></p> <p><u>WB</u></p> <p>1- <u>Complete the sentences with these words.</u></p> <p>2- <u>Read about Magdy Yacoub.</u></p> <p>3- <u>Reorder the words to make questions.</u></p> <p><u>Assessment:</u></p> <p>Oral questions Written Exercises</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5M</p> <p>15m</p> <p>15m</p> <p>5m</p>

Home Assignment:WB page 88

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 3 " Great jobs"

Lesson (4) SB Page (28) WB page 89

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: <ul style="list-style-type: none"> • To use their knowledge of sight-words, letter patterns, sounds and clues from surrounding text. • To ask and answer questions to demonstrate understanding of a text. • To write a simple narrative: recount an event or sequence of events. 	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	New vocabulary: blood bone breathe burn Structures: -How long does it take to travel from London to Suez?	-Lecture -Discussion -Inductive -Study circles -Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	Warm up and revision: Did Ancient Egyptians use to have doctors? Presentation: 1- Work in pairs. Match the parts of the body to their functions. - Point to the picture in the top, right-hand corner of the page and ask students if they know what these are in English. 2- Read the article. Which parts of the body did Ancient Egyptian doctors understand some things about? 3- Read the article again. Are these sentences true (T) or false (F)? Ask students to read the article again and decide if the sentences are true or false. 4- Ask and answer the questions in pairs. - Read the example with the class, and remind students of how to use used to/didn't use to from Lesson 3.	Teacher's preparation book	5m
				WB 1- Complete the table with the words in the box. 2- Complete the sentences. 3- Complete the text with these verbs. 4- Read the article again and answer the questions. Assessment: Oral questions Written Exercises	Students' note books	15m
					Student's activity books	15m
						5m

Home Assignment: WB Page (89)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director

Unit 3 " Great jobs"

Lesson (5) SB Page (29) WB page 90

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: <ul style="list-style-type: none"> • To identify gist and main ideas in a short listening text. • Take notes from short listening texts. • To ask questions to clear up any confusion about the topics and texts under discussion. • To gather information from provided sources to answer a question. 	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	<u>New vocabulary:</u> brave society street cleaner rubbish collector <u>Structures:</u> - Her life used to be difficult	-Lecture -Discussion -Inductive -Study circles -Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	<u>Warm up and revision:</u> What does a hero mean? <u>Presentation:</u> <u>1- Listen to two young people having a class discussion. Tick (/) the correct topic.</u> <u>2- Listen to the conversation again. Complete the expressions with words from the box.</u> - Read the words in the box with the class, then focus attention on the conversation on the page. <u>3- Ask and answer the questions below in pairs.</u> -Read the questions with the class and check understanding. <u>4- Work in pairs. Complete and then role-play the dialogue.</u> WB <u>1- Read and correct the underlined words.</u> <u>2- Now complete this dialogue using the correct expressions from Exercise 1.</u> <u>3- Write a paragraph about rubbish collectors, who do a useful job for society.</u> <u>Assessment:</u> Oral questions Written Exercises	Teacher's preparation book	5m
					Students' note books	15m
					Student's' activity books	15m
						5m

Home Assignment:.. WB Page (90)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 3 " Great jobs"

Lesson (6) SB Page (30) WB page 91

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: <ul style="list-style-type: none"> • To ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • To write an opinion piece. • To state an opinion. • To supply reasons that support the opinion. 	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	New vocabulary: captain heroic manager Structures: - When she was young, she used to study very hard.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	Warm up and revision: What does your mother do? Presentation: 1-Read the article. Who is the writer's hero? Why? class discussion. Tick{/} the correct topic. Point to the photo in the top, right-hand corner of the page and explain that this is someone's hero.	Teacher's preparation book	5m
				2-Read the article again and answer the questions. 1- Go through the questions with the class and check understanding. 2- Ask students to read the article again and answer the questions individually, then compare answers in pairs.	Students' note books	15m
				3- Write three paragraphs about your hero. - Demonstrate the activity by telling the students about your hero. WB 1- Circle the correct words. 2-Read the email and write the sentences. 3- Read the email again. Assessment: Oral questions Written Exercises	Student's' activity books	15m
						5m

Home Assignment:WB page 91

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

senior teacher

supervisor

Director

Unit 3 " Great jobs"

Lesson (7) SB Page (31) WB page 92

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<u>By the end of the lesson students will be able to:</u> • review and practise the vocabulary and structures of the unit	-Data show	<u>New vocabulary:</u> No new vocabulary	-Lecture	<u>Warm up and revision:</u> When did your parents use to live when they were young?	<i>Teacher's preparation book</i>	5m
	-Internet		-Discussion	<u>Presentation:</u>		15m
	-Student's book			-Inductive	<u>1-Use the clues and find the words in the word search.</u>	<i>Students' note books</i>
-Workbook			-Study circles	<i>Read the example with the class, then ask students to find the rest of the words in the word search.</i>		
-Teacher's guide		<u>Structures:</u>	--Problem solving	<u>2- Complete the sentences using the past simple of the verbs in brackets or the correct form of used to.</u>	<i>Student's' activity books</i>	15m
-Library			-Brainstorming	<u>3-Write four sentences about yourself using used to / didn't use to.</u>		
-Board			-Co- operative	1-Read the example with the class, then ask students to write their sentences.		
-Cassette			-learning	2- Go round and offer help with ideas where necessary.		
-Flash cards		No new Structures	-Discovery	<u>4-Work in pairs. Read your sentences from Exercise 3. Ask your partner for more information.</u>		
			-Role playing	WB		
			-Individual	<u>1- Read and match.</u>		
			-Peer learning	<u>2- Match to make sentences.</u>		
			-Work groups	<u>3- Choose the correct answer.</u>		
			-Team teaching	<u>4- Answer the questions about you and your family.</u>		
			-Pair work	<u>Assessment:</u>		
				Oral questions		5m
				Written Exercises		

Home Assignment: WB page 92

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Review A

Lesson (1) SB Pages (32)

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • To take notes from short listening texts. • To complete various types of listening comprehension tasks based on audio-visual information given in pictures. • To follow agreed upon rules for discussion up to this age. • To explain orally verbal and non-verbal age appropriate texts. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u></p> <p>No new vocabulary</p> <p><u>Structures:</u></p> <p><i>- I'm doing a school project about our family history.</i></p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u></p> <p>What do you know about your family history?</p> <p><u>Presentation:</u></p> <p><u>1- Complete the questions with the correct question word.</u></p> <p>Before students open their books, elicit the question words in English and write them on the board.</p> <p><u>2- Listen to Dalia talking to her father.</u></p> <p><u>Check your answers to Exercise 1.</u></p> <p>- Ask the students to listen and check their answers. You can play the recording more than once if necessary.</p> <p><u>3- Listen again and complete the answers to the questions in Exercise 1.</u></p> <p><u>4- Work in pairs.</u></p> <p>- Elicit words for bedroom furniture and prepositions of place. You could put these on the board.</p> <p><u>Assessment:</u></p> <p>Oral questions:</p> <p>Written Exercises:</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5 m</p> <p>15 m</p> <p>15 m</p> <p>5 m</p>

Home Assignment: SB page 32

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher

Senior teacher

Supervisor

Director

Review A

Lesson (2) SB Pages (33) WB pages 93 and 94

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • To skim grade-appropriate text to get the general idea. • To read and respond to short explanatory texts. • To ask and answer questions in order to seek help, get information. • To plan texts orally; sequence and write texts with other children; read and talk about their writing • To write informative/explanatory texts in which they introduce a topic. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u></p> <p>No new vocabulary</p> <p><u>Structures:</u></p> <p>- We are walking through an attractive park on a school trip.</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles -Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u></p> <p>What do you know about Antarctica?</p> <p><u>Presentation:</u></p> <p><u>1- Read the interview with a scientist in Antarctica and choose the correct words.</u></p> <p><u>2- Read the text again and match the questions 1-3 to the answers a-c.</u></p> <p><u>3- Work in pairs. Would you like to live in Antarctica? Why/Why not?</u></p> <p><u>4- Use the words to make questions. Then ask and answer the questions in pairs.</u></p> <p><u>5- Write a reply to this email from a penfriend in Canada.</u></p> <p>WB</p> <p><u>1- Listen and label the picture with the correct names.</u></p> <p><u>2 Complete the sentences with the correct form of the words in brackets.</u></p> <p><u>3- Match the news with the correct expressions.</u></p> <p><u>4- Make sentences about Samir's week.</u></p> <p><u>5. Now complete the chart.</u></p> <p><u>6- Complete the table.</u></p> <p><u>7- Write a paragraph.</u></p> <p><u>Assessment:</u></p> <p>Oral questions:</p> <p>Written Exercises:</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5 m</p> <p>15 m</p> <p>15 m</p> <p>5 m</p>

Home Assignment: **WB pages 93 and 94**

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 4 " Into the past "

Lesson (1) SB Pages (34 and 35) WB page 94

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • To identify gist and main idea(s) in short listening texts. • To take notes from short listening texts. • To follow agreed upon rules for discussion up to this age e.g. Listening to others with care, speaking one at a time about the topics and texts under discussion. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p>New vocabulary:</p> <p>arch castle sailing culture mosque ruins</p> <p>Structures:</p> <p>- You must all wear a hat.</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p>Warm up and revision:</p> <p>Did you visit a special place before?</p> <p>Presentation:</p> <p>1- Work in pairs. What do you think these words mean? Find them in the photos on page 34.</p> <p>- Put students into pairs and direct them to the words in the box.,</p> <p>2- Listen to the teacher. What is she telling the class about?</p> <p>3- Listen again and complete the table.</p> <p>4- Complete the rules with must or mustn't.</p> <p>- Check students understand the word touch by acting out touching something.</p> <p>5- Work in pairs. Think of another place. Say the rules.</p> <p>WB</p> <p>1- Choose the correct words.</p> <p>2 Answer the questions using words from Exercise 1.</p> <p>3- Complete the text with must or mustn't.</p> <p>4-Write the rules for the place you discussed in the Student's Book page 35, Exercise 5.</p> <p>Assessment:</p> <p>Oral questions:</p> <p>Written Exercises:</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5 m</p> <p>15 m</p> <p>15 m</p> <p>5 m</p>

Home Assignment:WB page 94

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher

Senior teacher

Supervisor

Director

Unit 4 " Into the past "

Lesson (2) SB Pages (36 and 37) WB page 96

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • To use context as a clue to the meaning of a word or phrase. • To ask and answer questions to demonstrate understanding of a text. • To write informative/explanatory texts. • To follow agreed upon rules for discussion up to this age. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u></p> <p>amazing ancient awesome race protect</p> <p><u>Structures:</u></p> <p>- I visited Abydos last week with my cousin.</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles -Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u></p> <p>What do you know about Jerash?</p> <p><u>Presentation:</u></p> <p><u>1- Read the reviews and answer the questions.</u></p> <p>Tell students that they are going to read the online reviews of three historic places.</p> <p><u>2- Look at the photos. What do you think people did in Jerash 2,000 years ago?</u></p> <p><u>3- Read about Jerash and match the photos A-D to the paragraphs 1-4.</u></p> <p><u>4- Read the text again and answer the questions.</u></p> <p><u>5- Work in pairs. Tell your partner about a historic place you visited. You can use some of these adjectives.</u></p> <p>WB</p> <p><u>1- Complete the crossword.</u></p> <p><u>2- Write these numbers as words.</u></p> <p><u>3- Complete the review with words or numbers from Exercises 1 and 2.</u></p> <p><u>4-Find out about another historic place and write a paragraph describing it in your notebook. Answer these questions.</u></p> <p><u>Assessment:</u></p> <p>Oral questions:</p> <p>Written Exercises:</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5 m</p> <p>15 m</p> <p>15 m</p> <p>5 m</p>

Home Assignment:WB page 96

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 4 " Into the past "

Lesson (3) SB Pages (38 and 39) WB page 97

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • To use glossaries or beginning dictionaries, both print and digital. • To use context as a clue to the meaning of a word or phrase. • To notice format, appearance and typographic features in order to identify the type of text. • To identify gist and main idea(s) in short listening texts • To complete various types of listening comprehension tasks. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u></p> <p>bowl coin figure papyrus</p> <p><u>Structures:</u></p> <ul style="list-style-type: none"> • We enjoyed ourselves when we went sailing. 	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u> Have you visited any museums before?</p> <p><u>Presentation:</u> <u>1- Look at the information below. Where is it from?</u> - Tell students that they are going to look at some information about a museum. <u>2- Work in pairs and have a role-play. Take turns to be A and B.</u> <u>3- Listen to Ahmed's talk about a museum visit. What did he leave at the museum?</u> <u>4- Listen again and complete the sentences.</u> - Tell students that all the missing words are verbs. <u>5- Work in pairs. Take turns to complete the sentences.</u> - Put students into pairs to complete the exercise.</p> <p><u>WB</u> <u>1- Read and match the words with their meanings.</u> <u>2- Put the dialogue in the correct order.</u> <u>3- Listen and check your answers.</u> <u>4- Complete the sentences with the correct form.</u></p> <p><u>Assessment:</u> Oral questions Written Exercises</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5M</p> <p>15m</p> <p>15m</p> <p>5m</p>

Home Assignment:WB page 97

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 4 " Into the past "

Lesson (4) SB Page (40) WB page 98

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: <ul style="list-style-type: none"> • To use glossaries or beginning dictionaries, both print and digital. • To plan, write and sequence texts. • To complete various types of listening comprehension tasks based on audio-visual information given in pictures, short stories and descriptions. • To follow agreed upon rules for discussion up to this age. 	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	New vocabulary: chemical design insect mix Structures: - The Ancient Egyptians used pots and bowls for making food.	-Lecture -Discussion -Inductive -Study circles -Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	Warm up and revision: What do you know about Ancient Egyptians? Presentation: 1- Read about objects in Ancient Egypt. Why did people draw squares on the floor? - Before students read the article, you could ask them to say any objects used in Ancient Egypt that they know. 2- Read the text again and correct the mistakes in these sentences. - Tell students that there is one mistake in every sentence. You could also help weaker students by telling them that the mistake is always at or near the end of each sentence. 3- Read the text again and complete the table. 4- Ask and answer the questions in the text in pairs.	Teacher's preparation book	5m
				WB 1- Choose the correct word. 2 Match to make sentences about Ancient Egyptians. 3- Listen and match. 4- Write a description. Assessment: Oral questions Written Exercises	Students' note books Student's' activity books	15m
						5m

Home Assignment: WB Page (98)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director

Unit 4 " Into the past "

Lesson (5) SB Page (41) WB page 99

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: <ul style="list-style-type: none"> • To use context as a clue to the meaning of a word or phrase. • To plan, write and sequence texts; read and talk about their writing with the teacher to check it makes sense and begin to make suggestions to improve it. • To identify gist and main idea(s) in short listening texts. • To take notes from short listening texts. • To react to a listening text, giving opinion. 	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	New vocabulary: agree damage debate tourism Structures: - While we were visiting the beach last month, we decided to it was a great place to build a new hotel.	-Lecture -Discussion -Inductive -Study circles -Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	Warm up and revision: Why do you think tourism important? Presentation: 1- Listen to Amira and Hana having a class debate. Who thinks tourism is good for historic places? Who thinks it is bad? 2- Listen again and complete the conversation with these phrases 3- Read the conversation again and complete the table. Can you add your own ideas? - Tell students that they are now going to focus on the reasons why tourism is good and bad for historic places. 4- Work in pairs. Discuss. - Put students into pairs and give them two or three minutes to prepare for the debate. WB 1- Read and choose the correct answer. 2- Read the email. 3- Read the conversation. 4- Listen to check your answers. 5- Write a paragraph Assessment: Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment: WB Page (99)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher



Supervisor

Director

Unit 4 " Into the past "

Lesson (6) SB Page (42) WB page 100

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: <ul style="list-style-type: none"> • To determine the main idea of a text. • To ask and answer questions to demonstrate understanding of a text. • To plan, write and sequence texts; read and talk about their writing with the teacher to check it makes sense and begin to make suggestions to improve it . 	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	<u>New vocabulary:</u> century needle report ruler <u>Structures:</u> - The British made a special ship for the stone in 1877.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	<u>Warm up and revision:</u> What w about the stone circles? <u>Presentation:</u> <u>1- Read the report and look at the photos. Where are the stone circles and what do you think they can tell us?</u> <u>2- Read the report again and answer the questions.</u> - Tell students they are going to read the report again to find specific information in it. <u>3- Write a report of the place you researched in lesson 1</u> 1- Direct students to the instruction and elicit the task from a strong student. 2- Direct students to the Writing tip and read it out loud in class. WB <u>1- Read the report and match the parts 1-4 with the headings a-d.</u> <u>2- Read the report again and answer the questions.</u> <u>3- Discuss the question in groups.</u> <u>4- Write a report.</u> <u>Assessment:</u> Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment:WB page 100

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

senior teacher

supervisor

Director

Unit 4 " Into the past "

Lesson (7) SB Page (43) WB page 101

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<u>By the end of the lesson students will be able to:</u> • review and practise the vocabulary and structures of the unit • To read and write a report (Workbook).	-Data show	<u>New vocabulary:</u> No new vocabulary	-Lecture	<u>Warm up and revision:</u> What do you remember Ancient Egypt in the unit?	<i>Teacher's preparation book</i>	5m
	-Internet		-Discussion	<u>Presentation:</u> <u>1- Match the objects with the photos.</u> 1- In this exercise, students review vocabulary for historic and cultural objects. 2- Direct students to the instruction and ask them to look at the photos carefully.		15m
	-Student's book		<u>Structures:</u>	-Inductive	<u>2- Rewrite these rules for visiting a castle using must or mustn't .</u> <u>3- Play a game. Choose two numbers between one and six and make sentences with As/While.</u> <u>WB</u> <u>1- Complete the table with the words in the box.</u> <u>2- What do you think these signs mean?</u> <u>3- Match to make sentences.</u> <u>4- Complete the story in one or two paragraphs.</u> <u>Assessment:</u> Oral questions Written Exercises	<i>Students' note books</i> <i>Student's' activity books</i>
-Workbook		No new Structures	--Problem solving		5m	
	-Teacher's guide		-Brainstorming			
	-Library		-Co- operative			
	-Board		-learning			
	-Cassette		-Discovery			
	-Flash cards		-Role playing			
			-Individual			
			-Peer learning			
			-Work groups			
			-Team teaching			
			-Pair work			

Home Assignment: WB page 101

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 5 "Helping you, helping me"

Lesson (1) SB Pages (44 and 45) WB page 102

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • To read a range of high-frequency words and CVC words. • With support, to recall information from experiences or gather information from provided sources to answer a question. • To read and respond to short explanatory texts. • To identify gist and main idea(s) in short listening texts. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p>New vocabulary:</p> <p>clothes lift rules rubbish stairs tidy lucky messy full</p> <p>Structures:</p> <p>- Hala has to put away her clothes once a week.</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p>Warm up and revision:</p> <p>How do you help around your house?</p> <p>Presentation:</p> <p>1- Listen to four teenagers doing the jobs on page 44.</p> <p>2- Listen again and circle the correct answer.</p> <p>- Ask the students what they remember about each person in Exercise 1.</p> <p>3-Choose the correct answer.</p> <p>4- Complete the sentences with the correct form of have to.</p> <p>5- Make questions with have to. Then ask and answer the questions in pairs.</p> <p>- Elicit the question and answer forms of have to. Then ask two students to read out the speech bubbles.</p> <p>WB</p> <p>1- Choose the correct answer</p> <p>2- Match to make sentences.</p> <p>3- Complete the text with the correct form of have to.</p> <p>4- Write five sentences about your school's</p> <p>Assessment:</p> <p>Oral questions: -Written Exercises.</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5 m</p> <p>15 m</p> <p>15 m</p> <p>5 m</p>

Home Assignment:WB page 102

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher

Senior teacher

Supervisor

Director

Unit 5 "Helping you, helping me"

Lesson (2) SB Pages (46 and 47) WB page 103

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • To follow agreed upon rules for discussion up to this age. • To complete various types of listening comprehension tasks based on audio-visual information. • To read a range of high-frequency words and CVC words, and read short, simple sentences. • To read for specific information. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u></p> <p>acts practise stranger surprised thief</p> <p><u>Structures:</u></p> <p>- We should ask the shopkeeper to look after it.</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u></p> <p>Why should we all be kind?</p> <p><u>Presentation:</u></p> <p><u>1- Work in pairs. What is happening in each photo? What problem does each person have?</u></p> <p><u>2- Listen to two people talking about the photos. Do they have the same ideas as you?</u></p> <p><u>3- Match to make sentences. Listen again to check your answers.</u></p> <p><u>4- Work in pairs.</u></p> <p><u>5- Read the article. What happens on Random Acts of Kindness Day?</u></p> <p><u>6- Look at the words in bold in the article.</u></p> <p><u>7- Read the article again.</u></p> <p><u>8- Ask and answer the questions in pairs.</u></p> <p>WB</p> <p><u>1- Complete the sentences</u></p> <p><u>2- Match to make sentences.</u></p> <p><u>3- Answer the questions.</u></p> <p><u>4- Read the advertisement and write sentences using should or shouldn't.</u></p> <p><u>Assessment:</u></p> <p>Oral questions:</p> <p>Written Exercises:</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5 m</p> <p>15 m</p> <p>15 m</p> <p>5 m</p>

Home Assignment:WB page 103

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 5 "Helping you, helping me"

Lesson (3) SB Pages (48 and 49) WB page 104

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • To express facts, points of view, hopes and aspirations. • To complete various types of listening comprehension tasks based on audio-visual information. • To skim grade-appropriate text to get the general idea. • To follow agreed upon rules for discussion up to this age. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p>New vocabulary:</p> <p>blog charity community donate</p> <p>Structures:</p> <p>-I saw Ahmed in the park where we often play football.</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p>Warm up and revision:</p> <p>Do you do voluntary work? Why?</p> <p>Presentation:</p> <p><u>1- Work in pairs. Look at the photos. Can you guess how these people helped Amal?</u></p> <p><u>2- Listen to Amal, check your answers to Exercise 1 and complete the sentences.</u></p> <p><u>3- Complete the sentences.</u></p> <p><u>4- Complete the sentences with who, which / that or where.</u></p> <p><u>5- Ask and answer the questions in pairs.</u></p> <p><u>6- Read these extracts from the blogs of three teenagers and complete the sentences.</u></p> <p><u>7- Which charity work would you like to do? Why?</u></p> <p>WB</p> <p><u>1- Read and match the words with their meanings.</u></p> <p><u>2-Read and correct the mistakes in the sentences.</u></p> <p><u>3- Complete the sentences with who, which/ that or where.</u></p> <p><u>4-Now answer the questions in Exercise 3 using who, which/that or where.</u></p> <p>Assessment:</p> <p>Oral questions Written Exercises</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5M</p> <p>15m</p> <p>15m</p> <p>5m</p>

Home Assignment:WB page 104

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 5 "Helping you, helping me"

Lesson (4) SB Page (50) WB page 105

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • To skim grade-appropriate text to get the general idea. • To use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. • To describe characters, settings, and major events in a story, using key details. • To ask and answer questions about key details in a familiar text. 	<p>-Data show</p> <p>-Internet</p> <p>-Student's book</p> <p>-Workbook</p> <p>-Teacher's guide</p> <p>-Library</p> <p>-Board</p> <p>-Cassette</p> <p>-Flash cards</p>	<p><u>New vocabulary:</u></p> <p>act</p> <p>beggar</p> <p>servant</p> <p>boarding school</p> <p>princess</p> <p>owner</p> <p>cruel</p> <p>generous</p>	<p>-Lecture</p> <p>-Discussion</p> <p>-Inductive</p> <p>-Study circles</p> <p>-Problem solving</p> <p>-Brainstorming</p> <p>-Co- operative</p> <p>-learning</p> <p>-Discovery</p> <p>-Role playing</p> <p>-Individual</p> <p>-Peer learning</p> <p>-Work groups</p> <p>-Team teaching</p> <p>-Pair work</p>	<p><u>Warm up and revision:</u></p> <p>Do you like reading stories?</p> <p><u>Presentation:</u></p> <p><u>1- Ask and answer the questions in pairs.</u></p> <p>Ask the students to look at question 1 and the picture. Ask what they think is happening (a girl is giving another girl something to eat)</p> <p><u>2- Read part of A Little Princess and check your answers to Exercise 1.</u></p> <p>- Ask the students to read the story summary and check their ideas.</p> <p><u>3- Look at the words in bold in the text. Match the words and the definitions.</u></p> <p><u>4- Read the story again and answer the questions.</u></p> <p><u>5- Work in groups of four and role-play the story.</u></p> <p>WB</p> <p><u>1- Answer the questions.</u></p> <p><u>2- Match the descriptions to the people in A Little Princess.</u></p> <p><u>3-Read what the baker said about Sara Crewe and answer the questions.</u></p> <p><u>4- Write the end of the story in your notebook. Write 80-90 words.</u></p> <p><u>Assessment:</u></p> <p>Oral questions</p> <p>Written Exercises</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5m</p> <p>15m</p> <p>15m</p> <p>5m</p>

Home Assignment: WB Page (105)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher



Supervisor

Director

Unit 5 "Helping you, helping me"

Lesson (5) SB Page (51) WB page 106

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: <ul style="list-style-type: none"> • To read and respond to short explanatory texts. • To take notes from short listening text. • To react to a listening text, giving opinion. • To follow agreed upon rules for discussion up to this age. • To express and ask for opinion in a limited way. • To complete various types of listening comprehension tasks. 	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	New vocabulary: businesswoman donation give away hundred million thousand large	-Lecture -Discussion -Inductive -Study circles -Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	Warm up and revision: How can famous people help their community? Presentation: 1-Read and complete the newspaper article about another kind person. 2- Read the article again and answer the questions. 3- Listen to Leila and Amal talking about the article and answer the questions. 4-Listen again and put these expressions in the order that you hear them. 5- Work in groups of three.	Teacher's preparation book	5m
				WB 1-Fareeda Rashwan gave two million pounds to charities. Match the words and these other large numbers. 2- Listen and write the numbers in words. 3- Complete the dialogue with these words. 4- Listen and check your answers to Exercise 3, then role-play the dialogue. 5-Should all famous people work for a charity? Write a paragraph of about 90 words giving your opinion.	Students' note books	15m
				Assessment: Oral questions Written Exercises	Student's activity books	15m
						5m

Home Assignment:.. WB Page (106)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 5 "Helping you, helping me"

Lesson (6) SB Page (52) WB page 107

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: <ul style="list-style-type: none"> To ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. To plan texts orally; sequence and write texts with other children; read and talk about their writing. To write a simple narrative. 	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	New vocabulary: bridge canteen helpful snow sunny	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	Warm up and revision: What jobs did you do at home today? Presentation: 1- Read Hassan's blog and answer the questions. - Ask the students to recall their three days of doing random acts of kindness for the project outlined on page 47. 2-Read the blog again and complete the following information. Ask the students to read the instructions and information, and to look at the examples. Ask them to find these words in the text and underline them. 3- Write a blog post about the Random Acts of Kindness project.	Teacher's preparation book	5m
				WB 1- Read and punctuate. 2- Put Fady's blog into the correct order. 3- Listen and check your answers. Circle the expressions for putting things in order. 4- Write a blog about how you could help people in your community for a day. Assessment: Oral questions Written Exercises	Students' note books Student's' activity books	15m 15m
						5m

Home Assignment:WB page 107

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

senior teacher

supervisor

Director

Unit 5 "Helping you, helping me"

Lesson (7) SB Page (53) WB page 108

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<u>By the end of the lesson students will be able to:</u> • review and practise the vocabulary and structures of the unit	-Data show	<u>New vocabulary:</u> No new vocabulary	-Lecture	<u>Warm up and revision:</u> Why should you help the poor?	<i>Teacher's preparation book</i>	5m
	-Internet		-Discussion	<u>Presentation:</u> <u>1- Complete the text with the words in the box.</u> - Ask students to look at the words and the example.		15m
	-Student's book	<u>Structures:</u> No new Structures	-Inductive	-Study circles	<u>2- Complete the dialogue with the correct form of have to.</u> 1- Elicit the use of have to / don't have to (for obligation / no obligation). 2- Students then complete the exercise in pairs. <u>3- Reorder the words to make questions. Then ask and answer the questions in pairs.</u> <u>4- Choose who, which, that or where.</u> <u>5- Write about a time.</u> WB <u>1-Take turn to describe these things to your partner. Your partner guesses the object.</u> <u>2- Look at a typical school day for Dalia and write about her routine.</u> <u>3- Complete these questions with a question word.</u> <u>Assessment:</u> Oral questions Written Exercises	<i>Students' note books</i>
-Workbook			--Problem solving		<i>Student's' activity books</i>	
	-Teacher's guide		-Brainstorming			
	-Library		-Co- operative			
	-Board		-learning			
	-Cassette		-Discovery			
	-Flash cards		-Role playing			
			-Individual			
			-Peer learning			
			-Work groups			
			-Team teaching			
			-Pair work			5m

Home Assignment: WB page 108

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 6 "Different environments"

Lesson (1) SB Pages (45 and 55) WB page 109

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<u>By the end of the lesson students will be able to:</u> • To identify gist and main ideas in short listening texts. • To complete various types of listening comprehension tasks based on audio-visual information. • To describe and compare feelings, people, places, actions, objects and events establishing relationships. • To write an opinion piece.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	<u>New vocabulary:</u> pollution canal report rubbish seat warn flood drought <u>Structures:</u> <i>The canal is dirtier and more polluted than ever before.</i>	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	<u>Warm up and revision:</u> What do you know about climate change? <u>Presentation:</u> <u>1- Listen to two reports on a radio news programme for students. Which of the photos on page 54 are they talking about?</u> <u>2- Listen again and circle the correct words.</u> - Go through the sentences with the class so they know what to listen for, and check understanding. <u>3- Complete the sentences with the adjectives in the box to make comparatives.</u> <u>4- Work in pairs and compare the following. Use the adjectives in the box or your own ideas.</u> WB <u>1- Complete the sentences.</u> <u>2- Read and correct the sentences.</u> <u>3- Compare two objects.</u> <u>Assessment:</u> Oral questions: -Written Exercises.	Teacher's preparation book <	

Home Assignment:WB page 109

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher

Senior teacher

Supervisor

Director

Unit 6 "Different environments"

Lesson (2) SB Pages (56 and 57) WB page 110

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • To use context as a clue to the meaning of a word or phrase. • To ask and answer questions to demonstrate understanding of a text. • To ask questions to clear up any confusion about the topics and texts under discussion.. • To explain orally verbal and non-verbal age appropriate texts. • To participate in shared research and writing projects. 	<p>-Data show</p> <p>-Internet</p> <p>-Student's book</p> <p>-Workbook</p> <p>-Teacher's guide</p> <p>-Library</p> <p>-Board</p> <p>-Cassette</p> <p>-Flash cards</p>	<p><u>New vocabulary:</u></p> <p>Bar chart</p> <p>green energy</p> <p>melt</p> <p>rainforest</p> <p>temperature</p>	<p>-Lecture</p> <p>-Discussion</p> <p>-Inductive</p> <p>-Study circles</p> <p>--Problem solving</p> <p>-Brainstorming</p> <p>-Co- operative</p> <p>-learning</p> <p>-Discovery</p> <p>-Role playing</p> <p>-Individual</p> <p>-Peer learning</p> <p>-Work groups</p> <p>-Team teaching</p> <p>-Pair work</p>	<p><u>Warm up and revision:</u></p> <p>What do you know about Australia?</p> <p><u>Presentation:</u></p> <p>1- Work in pairs. What do you know about climate change? How is it changing the planet?</p> <p>2- Read the presentation. Does it talk about the problems you discussed in Exercise 1?</p> <p>3- Read the presentation and look at the graphs again. Are these sentences true (T) or false (F)? Correct the false sentences.</p> <p>4- Complete the sentences with as... as... and the words in brackets.</p> <p>WB</p> <p>1- Match to make compound nouns.</p> <p>2- Look at the graphs. Complete the sentences comparing the countries' weather with (not) as ... as ... and the words in brackets.</p> <p>3- Match to make sentences.</p> <p>4- Answer the questions. Write full sentences.</p> <p><u>Assessment:</u></p> <p>Oral questions:</p> <p>Written Exercises:</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5 m</p> <p>15 m</p> <p>15 m</p> <p>5 m</p>

Home Assignment:WB page 110

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director



Unit 6 "Different environments"

Lesson (3) SB Pages (58 and 59) WB page 111

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • To determine the main idea of a text and explain how it is supported by key details i.e. summarise the text. • To ask and answer questions to demonstrate understanding of a text. • To plan, write and sequence texts. • To gather information from provided sources to answer a question. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u></p> <p>black honey cotton located main</p> <p><u>Structures:</u></p> <p>-Many fish are caught in the sea.</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u> Where is your home city located?</p> <p><u>Presentation:</u> <u>1- Look at the photos and titles in the article below. Then ask and answer the questions in pairs.</u> - Focus students' attention on the photo at the top and elicit that it shows cotton. Then focus on the photos in the article and the name of the two cities, and then read the questions with the class.</p> <p><u>2- Work in pairs.</u> <u>3- Ask and answer the questions in pairs.</u> <u>4-Complete the sentences with the present simple passive form of the verbs in brackets.</u> <u>5- Choose the correct verb.</u> <u>6-Write a paragraph of about 90 words.</u></p> <p>WB <u>1- Match the words with their meanings.</u> <u>2- Complete the table.</u> <u>3- Correct the underlined verbs.</u></p> <p><u>Assessment:</u> Oral questions Written Exercises</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5M</p> <p>15m</p> <p>15m</p> <p>5m</p>

Home Assignment:WB page 111

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 6 "Different environments"

Lesson (4) SB Page (60) WB page 112

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<u>By the end of the lesson students will be able to:</u> <ul style="list-style-type: none"> • To use context as a clue to the meaning of a word or phrase. • To identify gist and main ideas in short listening texts. • To take notes from short listening texts. • To react to a listening text, giving opinions. 	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	<u>New vocabulary:</u> damage podcast protect scuba diving <u>Structures:</u> -The North Hotel is located on a lovely beach.	-Lecture -Discussion -Inductive -Study circles -Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	<u>Warm up and revision:</u> What's meant by green energy? <u>Presentation:</u> <u>1-Work in small groups. Which word do you think is the odd one out? Why?</u> - Check students remember what the term odd one out means. Read the example with the class, and the reason why the camel is the odd one out. <u>2- Listen to the introduction to the podcast and choose the correct topic.</u> <u>3- Work in pairs and answer the question.</u> <u>4- Listen to the podcast and check your answers to Exercise 3.</u> <u>5- Listen again and complete the sentences with a word from the podcast.</u> <u>6- Work in small groups. How could the owners of a hotel near the Red Sea help the environment?</u> - Go through the instructions and read the example with the class.	Teacher's preparation book	5m
				<u>WB</u> <u>1-Choose the correct answer from a, b, c or d.</u> <u>2- Complete the text about three hotels.</u> <u>3 Read the advertisement.</u> <u>Assessment:</u> Oral questions Written Exercises	Students' note books Student's' activity books	15m
						5m

Home Assignment: WB Page (112)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director

Unit 6 "Different environments"

Lesson (5) SB Page (61) WB page 113

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • To describe and compare feelings, people, places, actions, objects and events establishing relationships. • To plan, write and sequence texts. • To gather information from provided sources to answer a question. • To identify gist and main ideas in short listening texts 	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	<u>New vocabulary:</u> burn diagram reuse solve vote	-Lecture -Discussion -Inductive -Study circles -Problem solving -Brainstorming -Co-operative learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	<p><u>Warm up and revision:</u> Does your school produce plastic rubbish?</p> <p><u>Presentation:</u> 1- Work in pairs. Talk about how to use less water and complete the diagram. 2- Put the dialogue into the correct order. - Tell students that they are going to listen to two people discussing ways to save water. Focus attention on the dialogue and point out that d is the first line of the dialogue. 3- Listen and check your answers. - Point to the Remember! box and read it with the class, checking understanding. 4- Ask and answer the questions below in pairs. 5- Work with a different partner. WB 1- Listen to Dina talking about her school and answer the questions. 2- Complete the dialogue. 3- Listen and check. 4- Write a paragraph about how we can recycle rubbish at school.</p> <p><u>Assessment:</u> Oral questions Written Exercises</p>	Teacher's preparation book Students' note books Student's' activity books	<div>5m</div> <div>15m</div> <div>15m</div> <div>5m</div>

Home Assignment:.. WB Page (113)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director



Unit 6 "Different environments"

Lesson (6) SB Page (62) WB page 114

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: <ul style="list-style-type: none"> • To determine the main idea of a text and explain how it is supported by key details e.g. summarise the text. • To ask and answer questions to demonstrate understanding of a text. • To write informative/exploratory texts: introduce a topic, use simple facts and definitions to develop points and provide a short concluding statement or section. 	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	New vocabulary: aim city centre improve remind global gas riverbank tonnes	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	Warm up and revision: What do you know about recycling things? Presentation: 1- Read, underline and correct the five mistakes in the article. Point to the photo in the article and explain that it shows someone cleaning up rubbish from a riverbank. 2-Read the article again and answer the questions. Read the example with the class, then ask students to read the article again and write their answers to the questions, as in the example. 3- Write a short report for a school newspaper about something you or someone at your school did to help the environment. It does not need to be real!. WB 1- Read, underline and correct the five mistakes in the article. 2-Read the article again and match the paragraphs 1-3 with the headings a-c. 3- Write a paragraph about recycling at home. Assessment: Oral questions Written Exercises	Teacher's preparation book	5m
					Students' note books	15m
					Student's' activity books	15m
						5m

Home Assignment:WB page 114

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

senior teacher

supervisor

Director

Unit 6 "Different environments"

Lesson (7) SB Page (63) WB page 115

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: <ul style="list-style-type: none"> To review and use the vocabulary and structures of the unit. To participate in shared research and writing projects. To gather information from provided sources to answer a question. 	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	New vocabulary: No new vocabulary	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	Warm up and revision: Would you like to clean a polluted area around your school? Why? Presentation: <u>1-Complete the sentences with the correct words.</u> <u>2- Complete the sentences with the correct form of the words in the box.</u> <u>3- Complete these sentences with (not) as + adjective + as.</u> <u>4- Work in pairs. Do you agree with the sentences in Exercise 3? Why/Why not?</u> <u>5-Use the fact file and the verbs in the box to make sentences in the present simple passive.</u>	<i>Teacher's preparation book</i>	5m
		Structures: No new Structures		WB <u>1- Choose the correct word.</u> <u>2- Complete the sentences with a comparative or as... .</u> <u>3- Choose the correct answer.</u> <u>4- Read and correct the sentences.</u> <u>5- Write a fact file about your city.</u> Assessment: Oral questions Written Exercises	<i>Students' note books</i> <i>Student's' activity books</i>	15m
						5m

Home Assignment: WB page 115

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Review B

Lesson (1) SB Pages (64)

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • To identify gist and main ideas in short listening texts. • To complete various types of listening comprehension tasks based on audio-visual information given in pictures, short stories and descriptions. • To determine the main idea of a text and explain how it is supported by key details. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u></p> <p>No new vocabulary</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u></p> <p>What do you know historical places in Egypt?</p> <p><u>Presentation:</u></p> <p>1- Listen to the telephone conversation. What place is the teacher calling and why?</p> <p>2 Listen again and complete the form.</p> <p>1- Focus students' attention on the form and elicit what type of information is missing in each gap, e.g. 2/3: times, 4/5: places, etc.</p> <p>2- Students listen and complete the form individually, then check in pairs.</p> <p>3- <u>Read the text quickly. Which objects did Hamid see at the museum?</u></p> <p>4 <u>Read the text again. Are these sentences true (T) or false (F)? Correct the false sentences.</u></p> <p>5- <u>Complete the sentences with as + adjective + as or the comparative of the words in the box.</u></p> <p><u>Assessment:</u></p> <p>Oral questions:</p> <p>Written Exercises:</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5 m</p> <p>15 m</p> <p>15 m</p> <p>5 m</p>

Home Assignment: SB page 64

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Review B

Lesson (2) SB Pages (65) WB pages 116 and 117

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<u>By the end of the lesson students will be able to:</u> • To describe and compare feelings, people, places, actions, objects and events establishing relationships. • To understand everyday signs and notices. • To write a simple narrative. • To gather information from provided sources to answer a question. • To use their knowledge of sight-words, letter patterns, sounds and clues from surrounding text.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	<u>New vocabulary:</u> No new vocabulary <u>Structures:</u> - We are walking through an attractive park on a school trip.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	<u>Warm up and revision:</u> Do you like visiting ancient places? <u>Presentation:</u> <u>1 -Work in pairs. Take turns to describe the pictures and tell the story using the past simple and past continuous.</u> <u>2- Complete the sentences about the story with who, where or which/that.</u> <u>3- Make a list of beach rules using should, must/mustn't or have to.</u> <u>4- Use the notes to write a short newspaper report in your notebook about how a school helped the community.</u> WB <u>1- Listen and match the three telephone conversations 1-3 with the places the callers want to visit a-c.</u> <u>2- Listen again and complete the sentences.</u> <u>3- Choose the correct words.</u> <u>4- Read and complete the article.</u> <u>5- Complete the sentences.</u> <u>6- Complete the sentences.</u> <u>7- Complete the definitions.</u> <u>8- Write a description of the map showing rainfall in Egypt.</u> <u>Assessment:</u> Oral questions: Written Exercises:	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m <

Home Assignment: **WB pages 116 and 117**

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director